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ABSTRACT

A guide is presented for the evaluation of the bilingual programs in the Austin, Texas, Independent School District. The reasons for an evaluation and a definition of program objectives and evaluation instruments are given. The program components, objectives and evaluation instruments for each grade level (K-4) are listed. The components involved are: language development (first and second language), concept development (first and second language), and development of self-concept. A glossary of relevant terms is provided. The disposition of test results is explained. (AMH)

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REMEMBER . . .

When we came to your school to talk to your teachers about the Local/State Bilingual Program?

NOW . . .

We are sending you this brochure to put some information we gave you verbally about evaluating the bilingual program in operation at your school. This will also give you more detail than we gave you at that time.

WHY DO WE EVALUATE?

Educators are being increasingly urged by citizens to account for taxpayers' money being spent on bilingual education.

Parents have the right to know whether or not the bilingual program is beneficial to their children.

Local school board officials want to know if monies appropriated for bilingual education are producing desired results.

The Texas State legislature wants to know if State mandates for bilingual education are being met.

WHAT SHOULD A TEACHER KNOW ABOUT BILINGUAL PROGRAM EVALUATION?

Program Objectives. The program teachers, (Title VII teachers) and staff have formulated what they consider minimum outcomes as the result of the efforts made by all concerned in delivering bilingual education services to identified students at the various schools.

Evaluation Instruments. In order to measure the objectives, tests, surveys, questionnaires, ratings, and observations are used to gather information relating to those objectives. These instruments are then administered and their results analyzed to determine the attainment or non-attainment of the program objectives.

The program objectives and evaluation instruments for each grade level are listed in the following pages.

Kindergarten

COMPONENT	YEAR-END OBJECTIVES	EVALUATION PLAN
Language Development		
First Language	Project students will demonstrate an increase in oral language skills as measured by the Primary Acquisition of Language (PAL) score in their first language.	Significant gain from Fall 1977 to Spring 1978 PAL Oral Language Dominance Measure scores for a sample of students.
Second Language	Project students will demonstrate an increase in oral language skills as measured by the PAL in their second language.	Significant gain from fall, 1977 to spring, 1978 for a sample of students.
Concept Development		
First Language	A. Spanish-dominant students will demonstrate acquisition of Math readiness skills through instruction in Spanish. B. English-dominant students will demonstrate acquisition of Math readiness skills through instruction in English.	a. Boehm Test of Basic Concepts b. Boehm Test of Basic Concepts
Second Language	Concept development in the second language is confined to the Language Arts Program.	As noted for Language Development above.
Development of Self Concept	A. State bilingual staff will observe displays or activities indicative of bicultural activities on at least ½ of their visits to classrooms containing project students. B. Project students will demonstrate an increase in positive feelings about themselves, their culture and their home background.	a. Tally of observation forms completed by State Bilingual Program staff after each classroom visit. b. No formal evaluation planned, due to lack of a suitable instrument; informal evaluation will be carried out by the program staff.

NOTE: First language is determined by the teacher, based on the PAL, observations and consultations with parents, staff or anyone in close contact with the child.

First Grade

COMPONENT	YEAR-END OBJECTIVES	EVALUATION PLAN
Language Development		
First Language	A. Project students whose first language is English will demonstrate development in English reading and vocabulary skills.	a. At least 50% of the project students for whom English is the first language will score above the 60%ile on the CAT vocabulary and reading comprehension subtests on the April, 1978 test.
	B. Project students whose first language is Spanish will demonstrate development in Spanish language skills.	b. Significant gain from fall, 1977 to spring, 1978 Primary Acquisition of Language (PAL) test scores for a sample of students on Spanish subtest.
Second Language	A. Project students whose first language is English will demonstrate development in Spanish language skills.	a. Significant gain from fall, 1977 to spring, 1978 on PAL Spanish subtest for a sample of students.
	B. Project students whose first language is Spanish will demonstrate development in English language skills.	b. Significant gain from fall, 1977 to spring, 1978 on PAL Spanish subtest for a sample of students.
Concept Development		
First Language	A. Project students whose first language is English will demonstrate development of Concepts in English.	a. At least 50% of the project students for whom English is first language will score above the 50% ile of the CAT Math subtest on the April 1978 test.
	B. Project students whose first language is Spanish will demonstrate development of Concepts in Spanish.	b. At least 50% of the project students whose first language is Spanish will score above 20 pts. on the Spanish Math Test (EMT), given to a sample of students.
Second Language	Concept development in the second language is confined to the Language Arts Program.	Significant gain from fall, 1977 to spring, 1978 on PAL Spanish subtest for a sample of students.
Development of Self Concept		
	A. State bilingual staff will observe displays or activities indicative of bicultural activities on at least ½ of their visits to classrooms containing project students.	a. Tally of observation forms completed by state bilingual program staff after each classroom visit.
	B. Project students will demonstrate an increase in positive feelings about themselves, their culture and their home background.	b. No formal evaluation planned, due to lack of a suitable instrument; informal evaluation will be carried out by the program staff.

NOTE: First language is determined by the teacher, based on the PAL, observations and consultations with parents, staff or anyone in close contact with the child.

Second Grade through Fourth Grade

COMPONENT	YEAR-END OBJECTIVES	EVALUATION PLAN
Language Development		
First Language	A. Project students whose first language is English will demonstrate improvement in their English reading and vocabulary skills.	a. Significant gain from fall, 1977 to spring, 1978 and the reading & vocabulary subtests of the CAT for a sample of students for whom English is the first language.
	B. Project students whose first language is Spanish will demonstrate improved skills in Spanish reading.	b. Significant gain from fall, 1977 to spring, 1978 on the Prueba de Lectura. Level I for a sample of students.
Second Language	Project students will demonstrate improvement in their language development in their second language.	Teachers will rate at least 75% of a sample of students as having improved their skills in their second language.
Concept Development		
First Language	A. Project students whose first language is English will demonstrate improvement in their English concept skills.	a. Significant gain from fall, 1977 to spring, 1978 on the math subtest of the CAT for a sample of students for whom English is the first language.
	B. Project students whose first language is Spanish will demonstrate improvement in Spanish concept skills.	b. Significant gains from fall, 1977 to spring, 1978 for a sample of students on the Spanish Math Test.
Second Language	Concept development in the second language is confined to the Language Arts Program.	As noted for Language Development above.
Development of Self Concept		
	A. State Bilingual staff will observe displays or activities indicative of biculture activities on at least ¼ of their visits to classrooms containing project students.	a. Tally of observation forms completed by State Bilingual program staff after each classroom visit.
	B. Project students will demonstrate an increase in positive feelings about themselves, their culture and their home background.	b. No formal evaluation planned, due to lack of a suitable instrument; informal evaluation will be carried out by the program staff.

NOTE: First language is determined by the teacher, based on the PAL, observations and consultations with parents, staff or anyone in close contact with the child.

TERMS

Terms used in our evaluation process or testing which may need defining are as follows:

1. First Language. Whichever language for which the Primary Acquisition of Languages (PAL) test score is higher determines "first" language. The exception being those students who are considered bilingual (both scores over 85), for these students, English is considered the first language. Therefore, second language is the language in which the student makes the lower score.

2. Significant gain. A statistical term used to express the degree of confidence that the differences found among scores are true differences and not chance differences. The Office of Research and Evaluation uses the .05 level of significance which means that only 5 times out of 100 would the scores reported differ as much as they do just by chance.

3. Oral Language Dominance Measure (PAL). The PAL was designed to provide an easy instrument to administer for measuring language dominance in both English and Spanish. It is especially appropriate for kindergarten and first grade students; and it is particularly useful as a placement test in bilingual programs. The PAL has 29 items to which the student responds verbally.

4. California Achievement Test (CAT). The CAT is a standardized achievement test battery with norms. Two tests are administered, mathematics and reading. The math test also has two subtest: Computation and Concepts and Problems. The reading test has two subtest: Vocabulary and Comprehension. It is given once a year by the classroom teacher.

5. The Boehm Test of Basic Concepts. This consists of fifty items arranged in order of difficulty. Each item consists of a set of pictures with statements read to the child. These statements briefly describe the pictures and ask the child to mark the one illustrating the concept area. The test is given twice within a year and is given by the teachers in their own classrooms.

6. The Spanish Math Test (El Examen de Matemática en Español). Level A consists of 52 test items and three practice problems. All items are multiple choice. The test is administered by the Office of Research and Evaluation Staff and is given to 1, 2, 3, and 4 graders. It is used to measure the ability to comprehend and do math in Spanish.

7. Spanish Reading Test (Prueba de Lectura). This test consists of forty test items that test the level of comprehension, and forty items that test the level of vocabulary. The test is administered bianually and is given by ORE Staff. The main purpose of the test is to find a child's level of reading ability in Spanish.

WHAT HAPPENS AFTER THE TESTS ARE GIVEN? ARE THE SCORES SENT TO THE TEACHERS?

After the tests are given, they are scored by the Office of Research and Evaluation. The only test scores which are sent to the teachers by ORE are the Oral Language Dominance Measure (PAL) and the Examen de Matemática en Español. The scores for the PAL go out to the teachers sometime in October and those for the Examen de Matemática go out after the posttest and as soon as the scores have been analyzed. The scores for the Prueba de Lectura are used by ORE for assessing the level of reading in Spanish; but are not sent to the schools. The California Achievement Test and the Boehm Test of Basic Concepts are sent to the schools by the District since both these tests are a District-wide project.